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An experiment in memory work the object of which has been to attempt to discover what constitutes a difficult passage for the average pupil in grade nine. 1930.

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An Experiment in Memory Work the Object of
Which Has Been to Attempt to Find Out What
Constitutes a Difficult Passage of Memorization
for the Average Grade Nine Pupil.

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University of Alberta.



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The following experiment was carried out in the King Edward Junior High School, Edmonton, during the school years 1926-27 and 1927-28. The time spent in collecting the data was about eighteen months.

Classes: The classes used were those of grade nine. In the 1926-27 school year there were two rooms of grade nine with a total enrolment of eighty pupils. In 1927-28 there were again two rooms with an enrolment of sixty-four pupils.

Object: The object of this experiment has been to discover what makes any particular passage of memory work, which has been assigned, difficult for the majority of the pupils.

Material: In 1926-27 the following were the selections laid down by the Department of Education of the Province of Alberta as those required to be learned by the pupils in grade nine of this province.

These selections may be found in "Poetry Selections", Series One, published by the Copp Clark Co., Ltd., Toronto, Ontario.

1. Sir Patrick Spens:

Page 1 Lines 1-12.

2. The Battle of Lake Regillus:

(a) Pages 20-21 Lines 101-112.

(b) Pages 37-38 Lines 593-612.

(c) Page 43 Lines 753-776.

3. The Daffodils:

Pages 44-45 Lines 1-24.

4. The Green Linnet:

(a) Pages 45-46 Lines 1-16.

(b) Pages 45-46 Lines 33-40.

5. The Cloud:

Pages 50-51 Lines 45-58.

6. The Warden of the Cinque Ports:

Page 56 Lines 29-44.

7. On First Looking into Chapman's Homer:

Pages 62-63 Lines 1-14.

8. The Downfall of Wolsey:

(a) Page 63 Lines 1-17.

(b) Page 66 Lines 90-99.

(c) Page 66 Lines 104-107.

9. If:

(a) Page 67 Lines 1-8.

(b) Page 68 Lines 25-32.

10. Snowbound:

(a) Page 80 Lines 66-80.

(b) Page 92 Lines 338-465.

(c) Page 99 Lines 657-673.

11. Sohrab and Rustum:

(a) Page 107 Lines 154-169.

(b) Pages 121-122 Lines 641-660.

(c) Pages 126-127 Lines 795-815.

12. Ecclesiastes: Chapter Twelve

Pages 129-130 Lines 1-23.

In 1927-28 the following selections were used which may be found in "Poetry Selections" Series Two, published by the Copp Clark Co., Ltd., Toronto.

1. Horatius:

(a) Page 21 Lines 219-224.

(b) Page 21 Lines 233-264.

(c) Page 34 Lines 573-589.

2. Hervé Riel:

Page 39 Lines 113-124.

3. The Island of the Scots:

Page 47 Lines 110-122.

4. The Cotter's Saturday Night:

(a) Page 51 Lines 91-99.

(b) Page 53 Lines 145-150.

5. The Isles of Greece:

Page 55 Lines 13-24.

6. The Solitary Reaper:

Page 58 Lines 1-8.

7. Ode to a Nightingale:

Page 62 Lines 61-70.

8. Balder Dead:

(a) Page 70 Lines 256-267.

(b) Page 84 Lines 688-698.

9. King John:

Page 107 Lines 168-189.

10. Ballad of East and West:

Page 114 Lines 66-72.

11. The Old Superb:

Page 116 Lines 1-12.

12. Is Life Worth Living:

Page 120 Lines 61-80.

13. The Ladder of St. Augustine:

Page 135 Lines 37-40.

14. The Vision of Sir Launfal:

(a) Page 137 Lines 29-56.

(b) Page 141 Lines 159-173.

15. Psalm XCI:

Page 159 Lines 1-18.

METHOD

(a) Of teaching

(b) Of marking

(a) Of teaching.

The selection was read aloud to the class without any comments, except perhaps to mention the poet's name. Then a few general questions were asked regarding the poem as a whole such as, the kind of measure in which it was written, the number of feet in a line, etc. Some things about the poet's life were given and perhaps a few other poems by the same poet. Then a thorough study was made of each stanza .

The first stanza was read over once more. One pupil was asked to give this stanza in his own words. The lines were read by the teacher, one at a time, and any difficult words or phrases were explained. When the whole poem had been gone over in this manner its scansion was taken. If the poem were of the narrative type a number of pupils gave it in their own words. Then the class made a summary of it.

After this the pupils were ready to memorize the passage selected. Owing to lack of time the preparation of this memorization had to be done at home. There was an attempt made to control the time element for preparation. The pupils understood that the amount of time spent on learning any given passage was not to exceed fifteen minutes.

In no case was it necessary for any pupil to memorize any poem without a thorough understanding of that poem.

The memory work was assigned each afternoon. The following afternoon it was written out. A certain period of time was given for the writing of each selection. The time differed according to the length and difficulty of the particular passage.

If a pupil, for any reason, happened to be absent from the memory work period, he was permitted to arrange a time with the teacher when he would write out his work and have it checked. Then he could insert this mark in his individual graph.

Seldom were there more than eight lines given at once except perhaps in the ancient ballad when twelve lines were given or in the case of a selection in which it was impossible to divide the stanza into smaller

units. Eight lines seemed to be sufficient for the average grade nine student. In one case, that of Wolsey's Speech to Cromwell in King Henry VIII, commencing with "Cromwell, I charge thee, fling away ambition," ten lines were assigned with disastrous results, the class average being only 67%. In the first part where Wolsey is soliloquising eight lines were given -- equally difficult -- and the class average was 87%.

After the various parts of a long speech or stanza had been memorized then they were put together and written as one whole piece of memorization.

(b) Of marking.

When the passage was written out in class each pupil's work was exchanged with another pupil's and checked as follows: The marker put his name on the sheet at the bottom, the owner having inserted his at the top. The total mark was 100. Each error in spelling 5 marks deducted. Each confused or left-out line 10 marks deducted. If 75% of correct punctuation were present no marks were deducted. If less than 75% were present 5 marks were deducted.

This work was then handed back to the owner of it so that he might see what mark he got. Then it was passed to the teacher and she rechecked it. If any mistakes were overlooked in the first marking the teacher corrected these, notified the marker of his error, and gave the owner of the paper his correct mark. Then the average of the

room was calculated.

This same procedure was carried out in two rooms. Each individual kept his own daily graph and the teacher kept a class graph.

The experiment was carried out under ideal conditions as competition between the two rooms was very keen. No pupil wanted to pull down the class average; thus each did his very best on most occasions. Of course, occasionally some student or students became careless and only partially learned an assigned selection thus pulling down the class average. Fortunately such happenings were very rare.

If a pupil did not make at least 80% on a prescribed selection he was required to rewrite it again, and again, if necessary. This rewriting took place after four o'clock or occasionally before school in the afternoon. It is to be noted that the recording of the experiment in each case is the first writing of the selection.

Once in a long time a pupil would report that he was unable to learn a certain piece of memory work. The teacher then worked with him after hours and in no case did it require more than ten minutes to teach the selection, thus showing a lack of application on the part of the student.

Now let us come to the actual results of the experiment itself. The writer feels that it is necessary to go into some detail here in order that certain conclusions may be drawn.

We shall take the various selections with their averages as made by the two rooms of grade nine pupils

in the school years 1926-27 and 1927-28. One room is spoken of as Nine A, the other as Nine B.

1926-27. The only ancient ballad for memorization was that of "Sir Patrick Spens" lines 1-12.

Here both classes seemed to have practically no difficulty. Unfortunately they wrote it once for a substitute teacher and the class average was not taken but on the return of their regular teacher they wrote it again with an average of 99+%. Between the first and second writings of the passage there was no preparation.

The modern ballad gave much more difficulty. It was "The Battle of the Lake Regillus." For instance in the passage:

"By many names men call us;
In many lands we dwell;" etc.

we find the following: Samothracia, Cyrene, Tarentum, Syracuse, Eurotas. These are unfamiliar places and rivers. The spelling of the words themselves adds to the difficulty of the selection. Thus the class average was lower, being 76% for twelve lines.

Just at this point it is of interest to note that this same passage has been omitted by the Department of Education for the school year 1928-29.

The rest of the class averages for the memory passages in this selection were:

Grade	IX A	IX B
Stanza VII - 12 lines	92%	93%
Stanza XXXIII - 8 lines	95%	96%
Stanza XXXV - 12 lines	71%	81%
Stanza XL - 1-8	96%	94%
Stanza XL - 9-16	97%	97%
Stanza XL - 17-24	96%	97%

The modern ballad for 1927-28 was "Horatius". This did not give as much trouble as the "Battle of Lake Regillus" yet the class averages were not as high as in "Sir Patrick Spens." They were:

Grade IX A

92%
94%
93%
95%
95%
96%
99%

Grade IX B

91%
95%
86%
95%
94%
96%
98%

The conclusion arrived at as to why Horatius was less difficult for the student than Lake Regillus, was the fact that there were fewer uncommon words. The only stanza that gave any real difficulty was stanza thirty. In this there were three difficult words, Spurius Lartius, Ramnian and Herminius, as well as two sets of direct narration.

In the ancient ballad the stanzas were four lines in length. There were three consecutive stanzas to be learned, making a total of twelve lines for one lesson, yet these twelve lines were learned more easily than eight lines all in one stanza of either of the modern ballads.

Although there were some words with uncommon spelling in the ancient ballad such as blude-red, gude, eldern, whare, yet these apparently gave no trouble at all.

The writer, then feels justified in drawing the following conclusions with regard to (a) the ancient ballad (b) a modern ballad. The degree of accuracy in the ancient ballad was due very largely to the definitely marked rhythm.

A modern ballad can be learned at least 95% to 97% perfect if not more than eight lines are assigned for one lesson, but if this number be increased to ten or twelve lines there is added difficulty and the curve takes a downward move as shown by the figures already quoted.

"Daffodils" in 1926-27, owing to the fact that in some other grade in school at least 85% of the children had learned it, was memorized as a whole with averages of 93% in A and 94% in B, but the results were rejected.

The average of the remainder of the poems will be quoted for the sake of comparison and interest, and, where necessary comments will be made.

School Year 1926-27.

	Grade IX A	Grade IX B
The Green Linnet		
Verse 1	92%	90%
Verse 2	88%	90%
Verse 3	87%	91%
The Cloud		
Verse 4	92%	92%
The Warden of the Cinque Ports		
Verses 8 & 9	94%	92%
Verses 10 & 11	97%	92%
On First Looking into Chapman's Homer		
Octave	88%	78%
Sestet	85%	77%
Whole Sonnet	94%	87%
The Downfall of Wolsey		
Wolsey's Speech		
Lines 1-8	87%	83%
Lines 8-17	67%	65%
Lines 90-99	71%	67%

If	Grade IX A	Grade IX B
Verse 1	76%	72%
Verse 4	80%	76%

Snowbound

Lines 66-80	83%	79%
Lines 438-447	89%	88%
Lines 448-455	92%	92%
Lines 456-465	91%	93%
Lines 657-665	94%	92%
Lines 666-673	91%	90%

Sohrab and Rustum

Lines 154-159	52%	51%
Lines 160-169	57%	54%
Lines 641-648	78%	78%
Lines 649-654	86%	82%
Lines 655-660	89%	87%
Lines 795-801	90%	92%
Lines 802-807	94%	91%
Lines 808-815	88%	89%

Ecclesiastes

Lines 1-6	76%	77%
Lines 6-13	82%	80%
Lines 13-18	81%	83%
Lines 18-23	92%	92%

School Year 1927-28.

	Grade IX A	Grade IX B
Hervé Riel		
Verse 10	74%	81%
The Island of the Scots		
Lines 110-116	85%	85%
Lines 117-122	79%	73%
The Cotter's Saturday Night		
Lines 91-99	87%	80%
The Isles of Greece		
Verse 3	98%	98%
Verse 4	98%	98%

	Grade IX A	Grade IX B
The Solitary Reaper		
Verse 1	97%	93%
Ode to a Nightingale		
Verse 7	87%	87%
Balder Dead		
Lines 256-267	86%	75%
Lines 688-698	80%	86%
The Vision of Sir Launfal		
Lines 29-36	93%	93%
Lines 37-48	92%	82%
Lines 49-56	93%	95%
Lines 159-165	97%	96%
Lines 166-173	93%	93%
King John		
Lines 168-176	91%	96%
Lines 177-182	95%	90%
Lines 183-189	92%	86%
The Ballad of East and West		
Lines 66-72	92%	96%
The Old Superb		
Lines 1-12	85%	88%
Is Life Worth Living		
Lines 61-72	91%	93%
Lines 73-80	93%	92%
St. Augustine		
Lines 37-40	99%	100%
Psalm XCI		
Lines 1-6	87%	83%
Lines 7-13	87%	91%
Lines 14-18	93%	91%

For the school year 1926-27 a few comments are necessary with respect to the following:

1. The sonnet, On First Looking into Chapman's Homer.
2. The narrative poem, Snowbound , lines 66-80.
3. The epic, Sohrab and Rustum , lines 154-159 and lines 160-169.
4. Ecclesiastes , Chapter XII.

1. On First Looking into Chapman's Homer .

This is the first grade in which the sonnet is taught. For purposes of memorization it was divided into two parts:

(a) The Octave

(b) Sestet

The metre, at first, gave difficulty. Never before had the pupils had a poem in which lines 1 and 4, 2 and 3 rhymed in one part; and lines 1 and 4, 2 and 5, 3 and 6, in another part.

There were a few words with which they were not very familiar such as fealty, Apollo, demesne, Cortez, Darien. The figures show that a review of the sonnet as a whole proved more satisfactory. That is, they learned it eventually, but its unusual metre, and a few unfamiliar words necessitated a longer period for its preparation.

2. Snowbound.

The only reason which may be offered here for the drop in percentage, so far as the investigator can determine is the number of lines. There were fifteen. It was impossible to separate the verse into parts. When a review of the stanza was taken some time later the averages were 94% for Grade IX A and 92% for Grade IX B.

3. Sohrab and Rustum.

It is interesting to note here that the percentages became higher as a greater number of passages were studied.

The difficulties in these selections at first were the unusual words and the long lines, there being five iambic feet in each line. Once the words were learned the percentages increased but the length of lines remained a difficulty all the way through. Some of the unfamiliar words were Peran-Wisa, Tartar, Cabool, Caucasus, Seistan, Oxus, Zal.

The percentages attained became higher as the selections advanced. This is caused by one of two things. Either the difficulty presented by blank verse can be overcome by practice or else the later selections actually were easier. The writer feels that in the case of Sohrab and Rustum the latter was the case; while in Ecclesiastes the difficulty was actually overcome by practice.

4. Ecclesiastes, Chapter XII.

This selection, as given in the pupil's text is all in one paragraph of thirty-eight lines, the first twenty-two of which were for memorization.

The difficulty here was the solidarity of the piece. There were no difficult phrases or unfamiliar words, yet the selection was hard to learn. If it had been written in fourteen short verses, as in the Bible, then only seven of these would have been for memory work. It might safely be said that the results would have been much better.

Such conclusions as have been arrived at in the discussion of the 1926-27 selections the writer feels justified in offering on account of the actual evidence which has been produced.

For the year 1927-28 comments on the following selections are necessary:

1. Hervé Riel.

The averages here were not as good as they generally were. The old reason of unfamiliar words holds good here but as well the irregular length of lines. The first six lines have six words per line. The seventh line has thirteen; the eighth, seven; the ninth, five; the tenth, five; the eleventh, thirteen; and the twelfth, nine. In many cases the student got all the words in consecutively but on the wrong lines.

2. The Island of the Scots.

Here the lines were one hundred and seventeen to one hundred and twenty-two and the difficulty was the length of the lines.

3. Psalm XCI.

The greatest difficulty here was that a large percentage of the pupils had already learned this psalm directly from the Bible. The selection in the text is a reprint from The Modern Readers' Bible. The words are changed and the psalm instead of being written in sixteen short stanzas as in the Bible, is in two very long stanzas. Therefore, re-learning was necessary and proved to be an added difficulty.

At the end of the session each student was asked to write down the selection which he found most difficult during the year and to give his reasons for his choice.

The choices varied slightly but, in general, they were as follows for 1926-27:

		IX A	IX B
66%	Ecclesiastes	82.75%	83%
25%	Downfall of Wolsey	75%	71.66%
9%	Between Sohrab and Rustum and Snowbound	80% 90%	80% 89%

Summary of various reasons offered:

I. Ecclesiastes.

1. Because it was in prose form, a form to which we are not accustomed so far as memorization if concerned.
2. It did not rhyme.
3. Language was old-fashioned.
4. Punctuation was unusual. Sometimes a capital letter was found after a comma.

II. Downfall of Wolsey.

1. Lines did not rhyme -- blank verse.
2. Lines were too long.
3. Too many lines were assigned for one lesson.
4. Punctuation difficult.

III. Snowbound.

The only criticism was that the selection was too long.

IV. Sohrab and Rustum.

1. Blank verse.
2. Words were used in it which are not used in everyday speech.
3. Spellings of certain words were very difficult.

For 1927-28 the choices were as follows:

		IX A	IX B
53%	Psalm XCI	89%	88%
30%	Balder Dead	83%	80.5%
17%	The Island of the Scots	82%	79%

Summary of reasons given:

I. Psalm XCI.

1. Lines do not rhyme -- Blank verse.
2. Language not like that of present day.
3. Lines generally, are too long.
4. Difficult to remember to insert the occasional short line.

II. Balder Dead.

1. Blank verse.
2. Difficult words.
3. Difficult punctuation.
4. Difficult to get the words on the right line.

III. The Island of the Scots.

1. Lines very long.
2. A letter is frequently omitted in a word, particularly the letter "e".
3. Selection chosen for memorization itself is very long.

This investigation brings to light the possibility of certain other pieces of research along the line of memory work. The writer felt perhaps it might be of some assistance to others to just mention these. The first one is that of further investigation in connection with ballads. Why should an ancient ballad be learned more easily than a modern ballad? Is this really a fact, or is it only true of certain ancient or certain modern ballads?

The second is that of a poem in blank verse. Is it possible to find poems in blank verse which may be learned equally as readily as poems of rhymed verse? If so, what are they, and of what type of poetry?

The third is of a more general nature. Is there any correlation between ability to learn memory work rapidly and accurately, and ability to grasp certain other school subjects readily, or general ability to learn all subjects?

In this investigation a few graphs are inserted at the end which may give a little light on the third suggestion as to further research, but, it is not very definite, as the present investigation was really not concerned with that phase of the work.

The yearly averages were as follows:

1926-27.

IX A
85.5%

IX B
84.6%

1927-28.

91.2%

90 %

Owing to the fact that school was three weeks late in opening in the fall of 1927 it was not possible to review all the memory work at the end of the term. Therefore there is only one average for each grade available.

The graphs which have been included in this investigation are for the purpose of showing the following:

Graph I. The memory work curve of Grade IX A and Grade IX B for the year 1926-27.

Graph II. The memory work curve of Grade IX A and IX B for 1927-28.

Graph III. The memory work curve of the best pupil in all subjects in Grade IXA for 1927-28.

Graph IV. The memory work curve of the best pupil in all subjects in IX B for 1927-28.

Graph V. The memory work curve for an average pupil in all subjects in IX A for the year 1927-28.

Graph VI. The memory work curve for an average pupil in all subjects in IX B for the year 1927-28.

Graph VII. The memory work curve of a pupil who ranks in the lower third of class IX A for the year 1927-28.

Graph VIII. The memory work curve of a pupil who ranks in the lower third of class IX B for the year 1927-28.

GENERAL CONCLUSIONS

The investigator feels justified in drawing the following conclusions on account of the actual data which had been collected throughout the investigation.

A piece of memory work is difficult for the average student in grade nine:

1. If there are unfamiliar or unusual words.
2. If the lines are too long. A poem which is written in more than four feet per line gives much more difficulty.
3. If it is ~~træ~~chaic metre rather than iambic.

4. If it is written in blank verse instead of rhymed verse.
5. If there are more than eight lines in a stanza.
6. If it is in prose form instead of in verse form.
7. If the lines are of unequal length such as lines two and four, tetrameter; while one and three, may be trimeter.

So far as may be learned from actual investigation these conclusions seem to sum up, in a short form, the real difficulties as found in the passages for memorization.

After having summed up the general conclusion of the experiment some doubt arose as to the validity of conclusions one, and three; so it was decided to carry out another very short experiment.

Since five marks were deducted for each mistake in spelling it was thought that perhaps in a passage containing unfamiliar words, the marks lost were more for spelling than for actual memorization. Consequently the following selection was given to a class of forty-five grade nine students.

"Didst thou not hear the pother o'er thy head
When the great Persian conqueror, Cambyses,
Marched armies o'er thy tomb with thundering tread,
Overthrew Osiris, Orus, Apis, Isis,
And shook the Pyramids with fear and wonder
When the gigantic Memnon fell asunder?"

From "Address to An Egyptian Mummy" by Horace Smith

The directions to the class were as follows: You will be given ten minutes in which to memorize this selection. Pay no attention to the spelling of difficult words. Spell them correctly if possible but no marks will be deducted for spelling errors. Otherwise the selection will be marked as usual.

General Result

Owing to the actual spelling difficulty of unusual words in the memorization of any particular passage there was a decrease in the class percentage. This decrease was due to deduction of marks for mistakes in spelling rather than to the presence of difficult words in the particular passage. It is possible that the memory difficulty occasioned by these strange words was compensated for by the interest which such words would give. Further, there is reason to suppose that the presence of such words calls forth a special effort on the part of the children. The entire point would need special investigation.

The result was a class average of 95%.

This shows that the deduction of marks for spelling did appreciably lower the class average.

* For further proof of point three the following experiment was carried out, again with forty-five grade nine pupils.

Four lines of "John Gilpin" were given and two minutes allowed for preparation.

"John Gilpin was a citizen

Of credit and renown,

A trained band captain eke was he

Of famous London town."

The result for this iambic selection was 97%.

The trochaic selection given was from "Edinburgh after Flodden". The experiment was carried out in the same way as the preceding one. The lines used were:

"News of battle! who hath brought it?

All are thronging to the gate;

Warder -- warder! open quickly.

Man -- is this a time to wait?"

The class average was 93%.

Another iambic selection was given which was of a different type of poetry from either that of "John Gilpin" or "Edinburgh after Flodden". It was from "The Harp that Once Through Tara's Hall".

"No more to chiefs and ladies bright

The harp of Tara swells;

The chord alone that breaks at night,

Its tale of ruin tells".

The class average was 95.50%.

After this further experimental evidence it would appear that the third conclusion is justifiable.

The percentages given on the graphs are for the following selections:

Graph 1.

1. Sir Patrick Spens, lines 1-12
2. Battle of Lake Regillus, stanza VII, 12 lines
3. Battle of Lake Regillus, stanza XXXIII, 8 lines
4. Battle of Lake Regillus, stanza XXXV, 12 lines
5. Battle of Lake Regillus, stanza XL, lines 1-8
6. Battle of Lake Regillus, stanza XL, lines 9-16
7. Battle of Lake Regillus, stanza XL, lines 17-24
8. The Green Linnet, stanza 1
9. The Green Linnet, stanza 2
10. The Green Linnet, stanza 3
11. The Cloud, stanza 4
12. The Warden of the Cinque Ports, stanzas 8 and 9
13. The Warden of the Cinque Ports, stanzas 10 and 11
14. On First Looking into Chapman's Homer, Octave
15. On First Looking into Chapman's Homer, Sestette
16. On First Looking into Chapman's Homer, whole sonnet
17. The Downfall of Wolsey, Wolsey's Speech, lines 1-8
18. The Downfall of Wolsey, Wolsey's Speech, lines 8-17
19. The Downfall of Wolsey, Wolsey's Speech, lines 90-99
20. If, stanza 1
21. If, stanza 4
22. Snowbound, lines 66-80
23. Snowbound, lines 438-447
24. Snowbound, lines 448-455

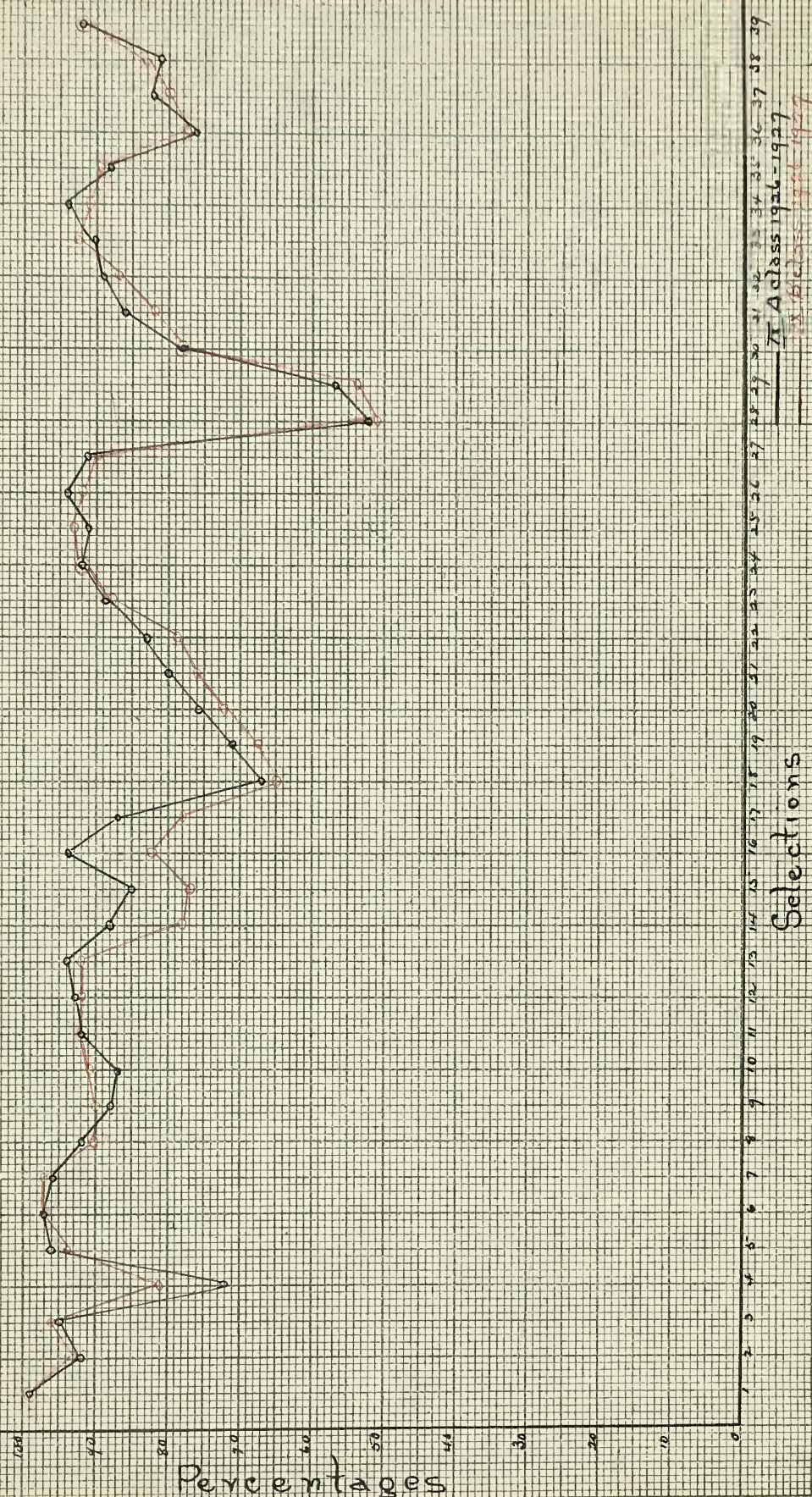
25. Snowbound, lines 456-465
26. Snowbound, lines 657-665
27. Snowbound, lines 666-673
28. Sohrab and Rustum, lines 154-159
29. Sohrab and Rustum, lines 160-169
30. Sohrab and Rustum, lines 641-648
31. Sohrab and Rustum, lines 649-654
32. Sohrab and Rustum, lines 655-660
33. Sohrab and Rustum, lines 795-801
34. Sohrab and Rustum, lines 802-807
35. Sohrab and Rustum, lines 808-815
36. Ecclesiastes, lines 1-6
37. Ecclesiastes, lines 6-13
38. Ecclesiastes, lines 13-18
39. Ecclesiastes, lines 18-23

Graphs 2-8 inclusive.

1. Horatius, stanza 27
2. Horatius, stanza 29
3. Horatius, stanza 30
4. Horatius, stanza 31
5. Horatius, stanza 32
6. Horatius, stanza 69
7. Horatius, stanza 70
8. Horatius, review
9. Hervé Riel, stanza 10
10. The Island of the Scots, lines 110-116
11. The Island of the Scots, lines 117-122
12. The Cotter's Saturday Night, lines 91-99

13. The Isles of Greece, stanza 3
14. The Isles of Greece, stanza 4
15. The Solitary Reaper, stanza 1
16. Ode to a Nightingale, stanza 7
17. Balder Dead, lines 256-267
18. Balder Dead, lines 688-698
19. The Vision of Sir Launfal, lines 29-36
20. The Vision of Sir Launfal, lines 37-48
21. The Vision of Sir Launfal, lines 49-56
22. The Vision of Sir Launfal, lines 159-165
23. The Vision of Sir Launfal, lines 166-173
24. King John, lines 168-176
25. King John, lines 177-182
26. King John, lines 183-189
27. Ballad of East and West- lines 66-72
28. The Old Superb, lines 1-12
29. Is Life Worth Living, lines 61-72
30. Is Life Worth Living, lines 73-80
31. St. Augustine, lines 37-40
32. Psalm XCI, lines 1-6
33. Psalm XCI, lines 7-13
34. Psalm XCI, lines 14-18

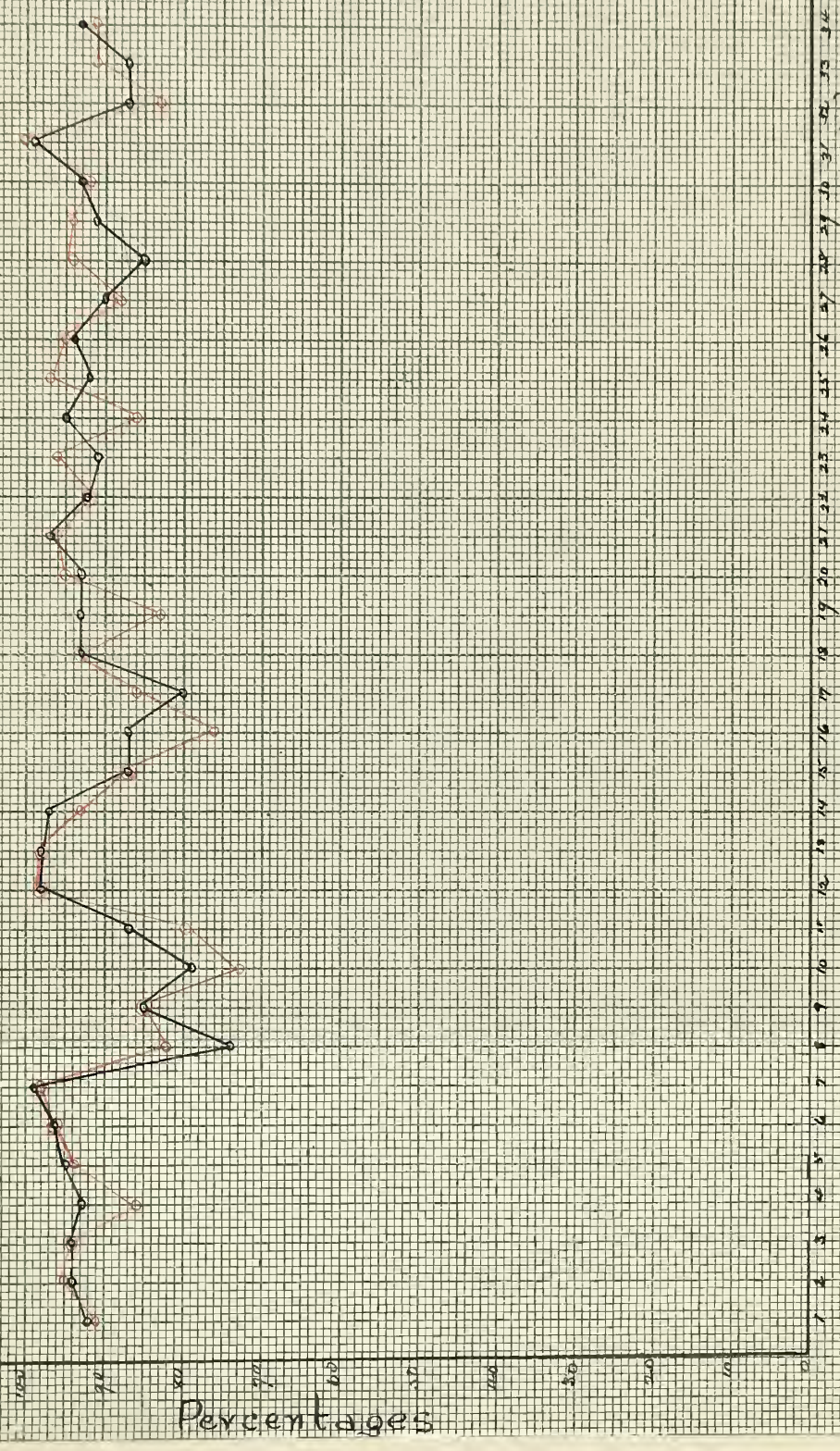
phi



Adress 1926-1927

Graph 1.

ph II

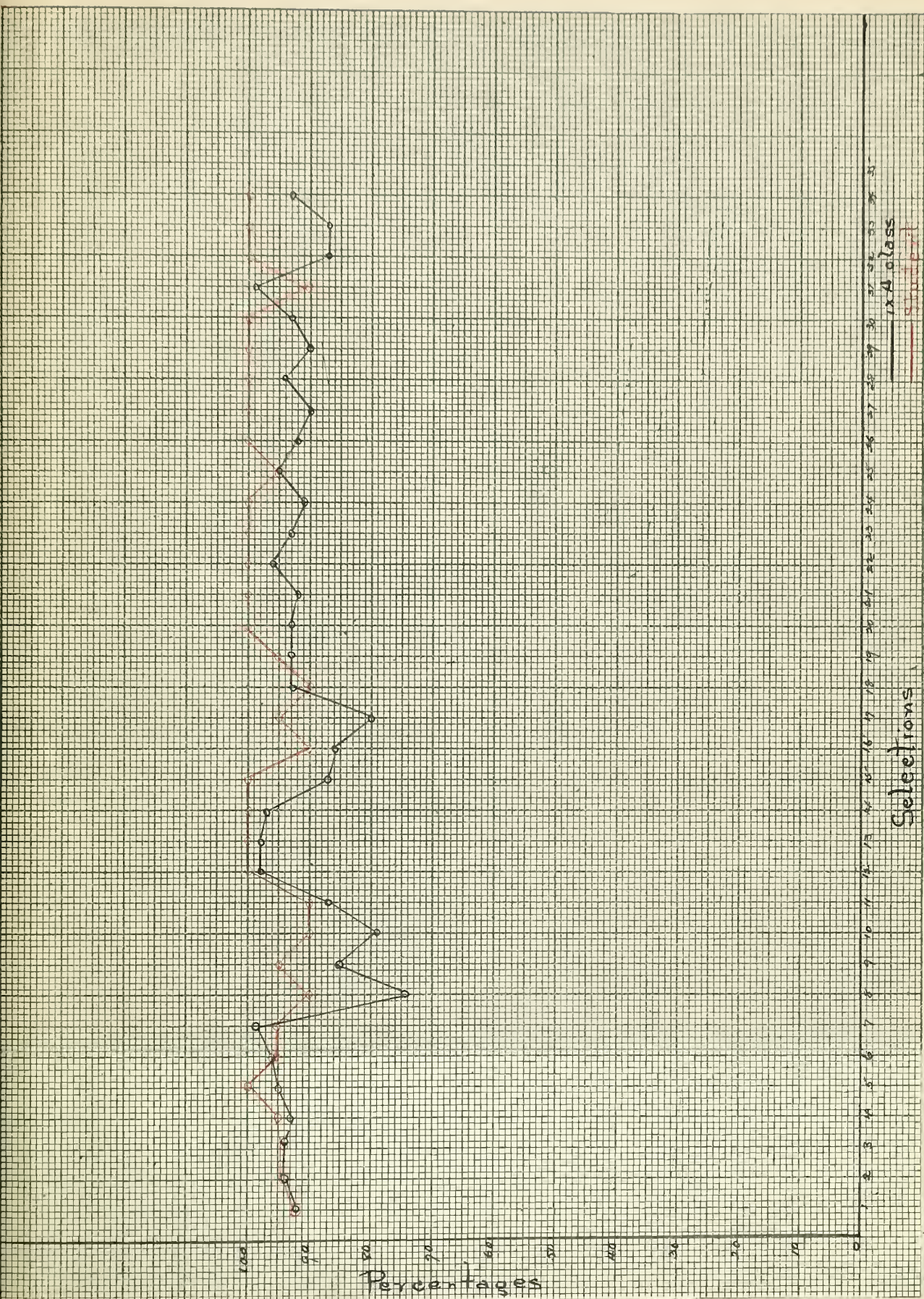


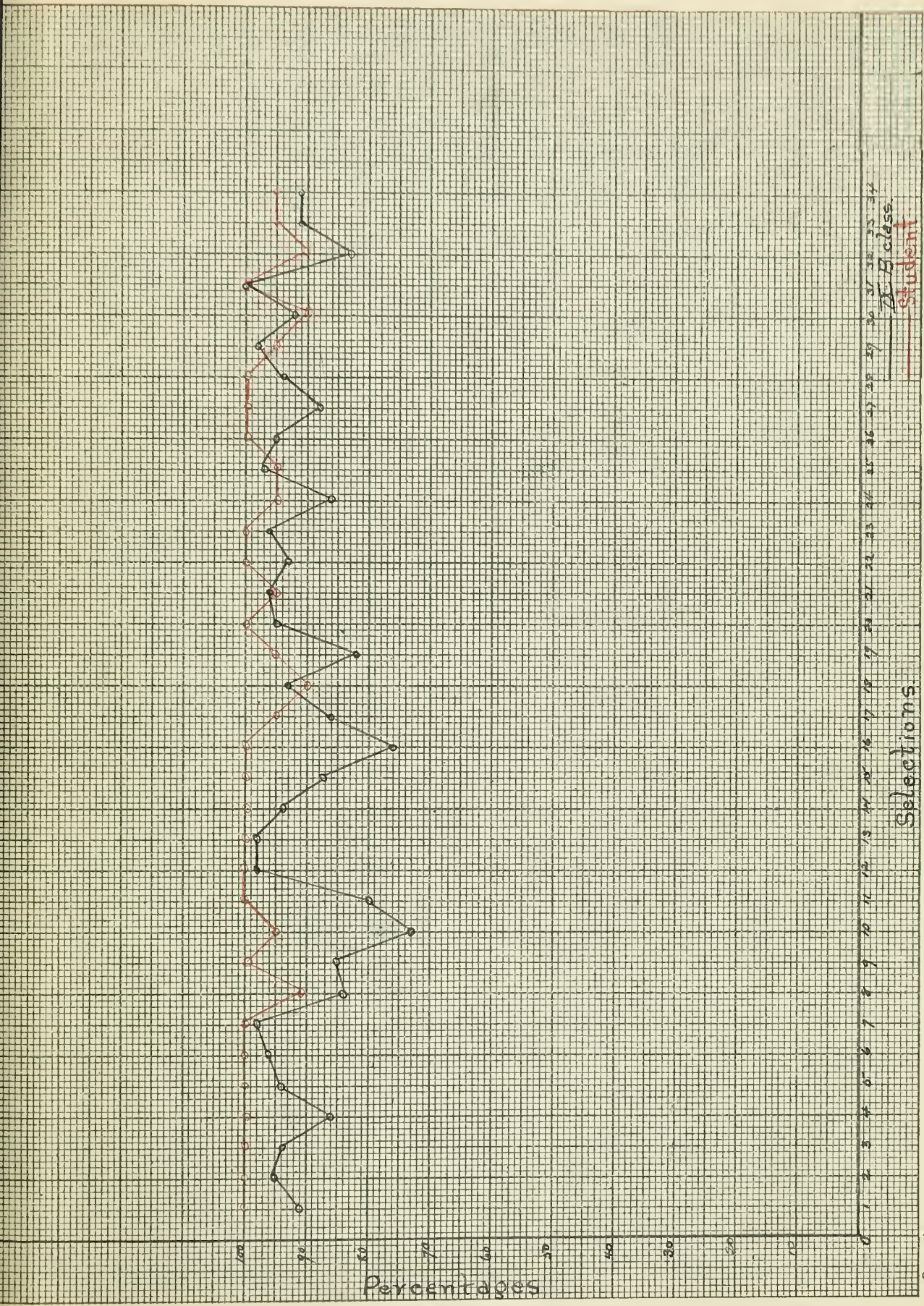
1927-1928

1928-1929

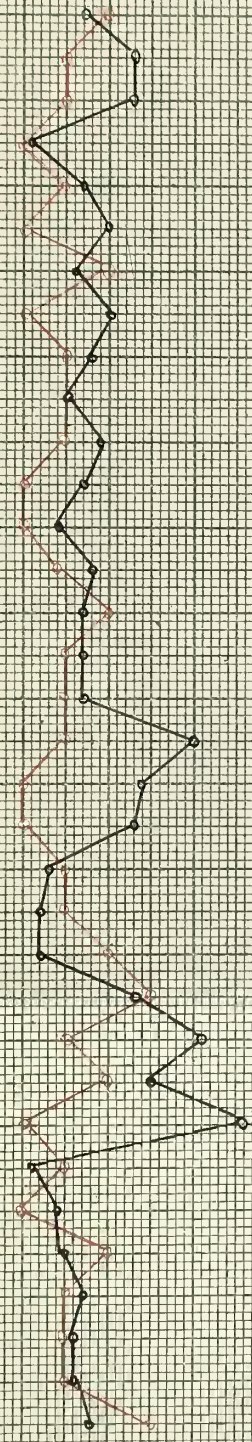
Selections

Graph II



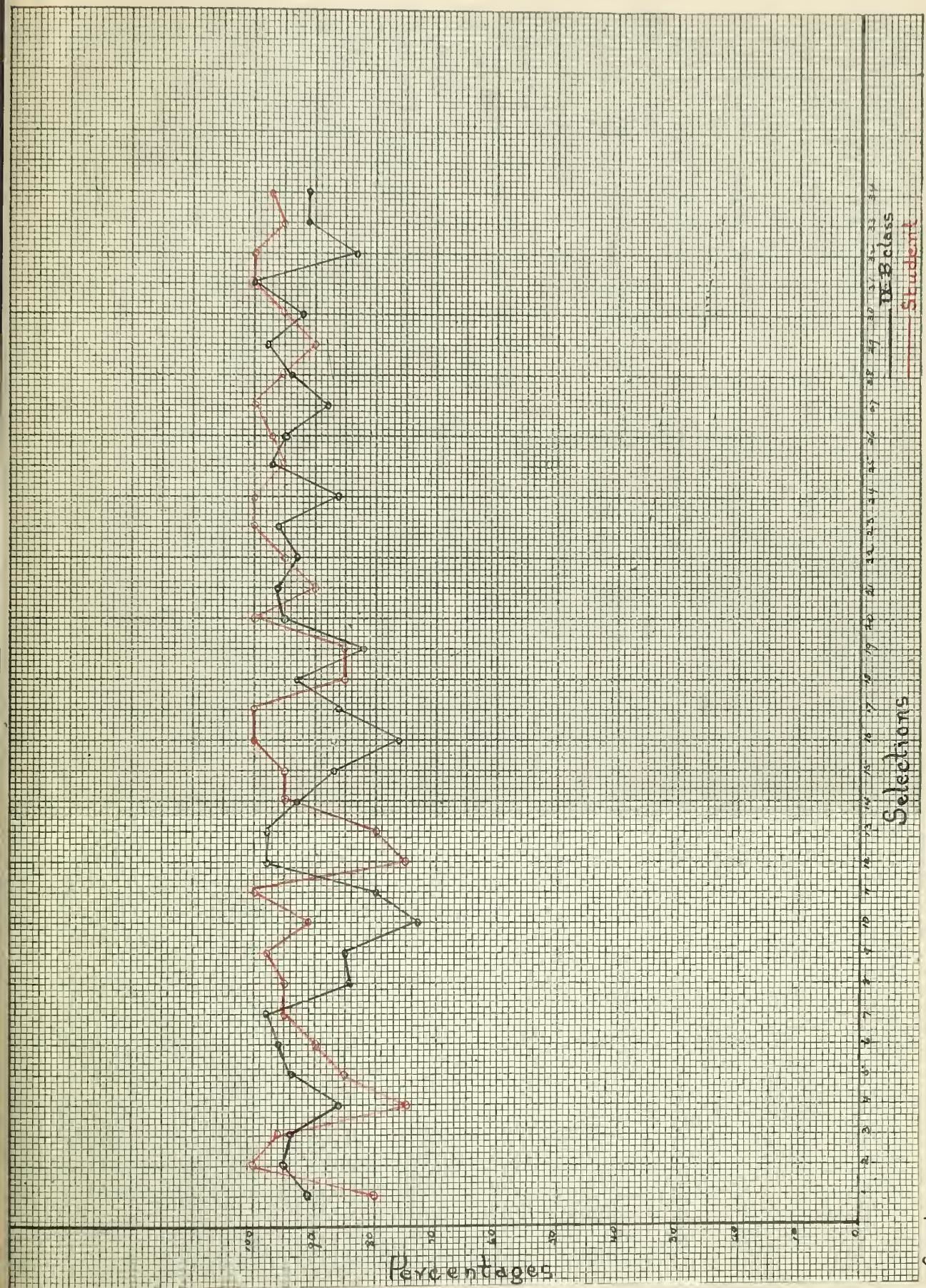


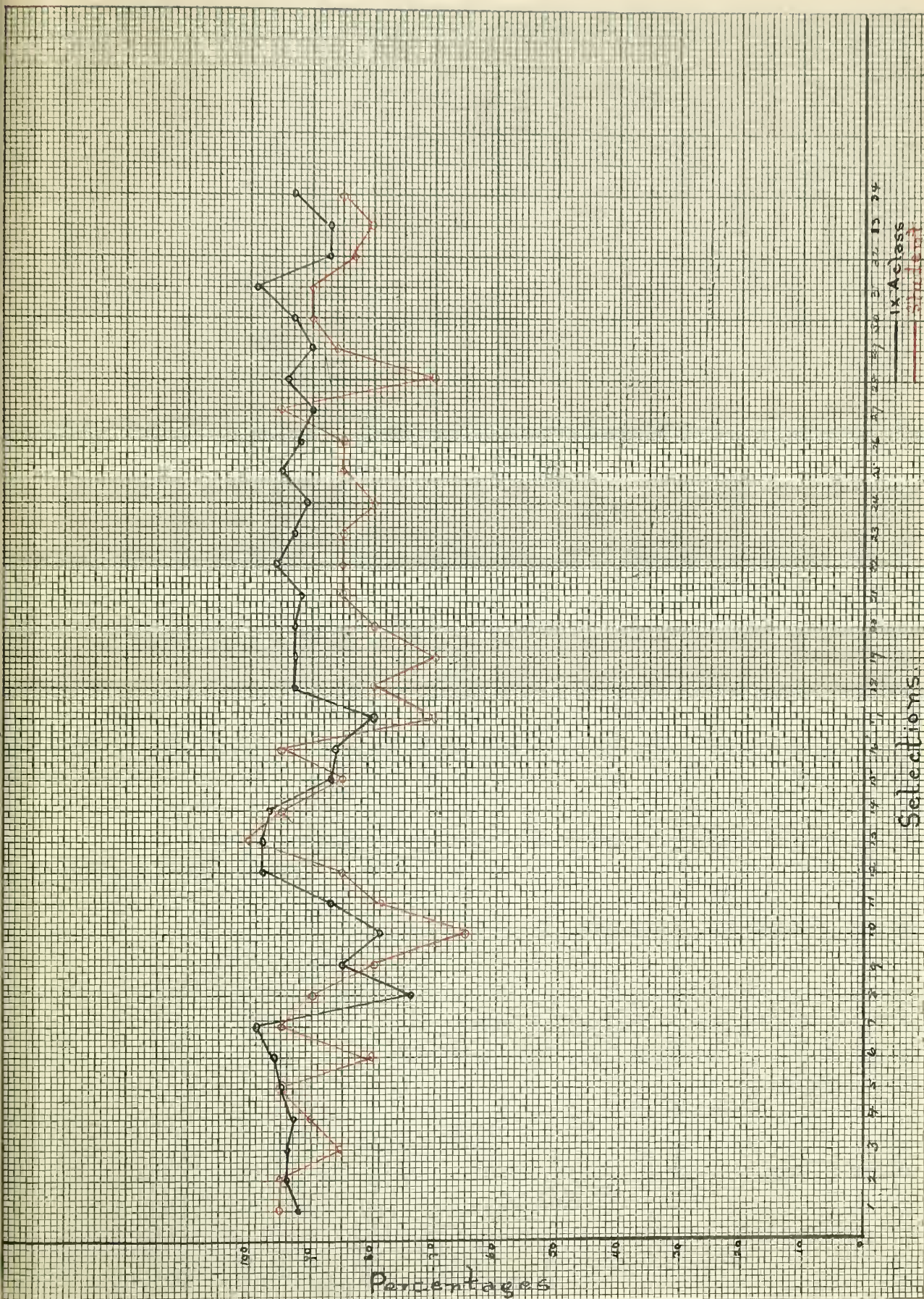
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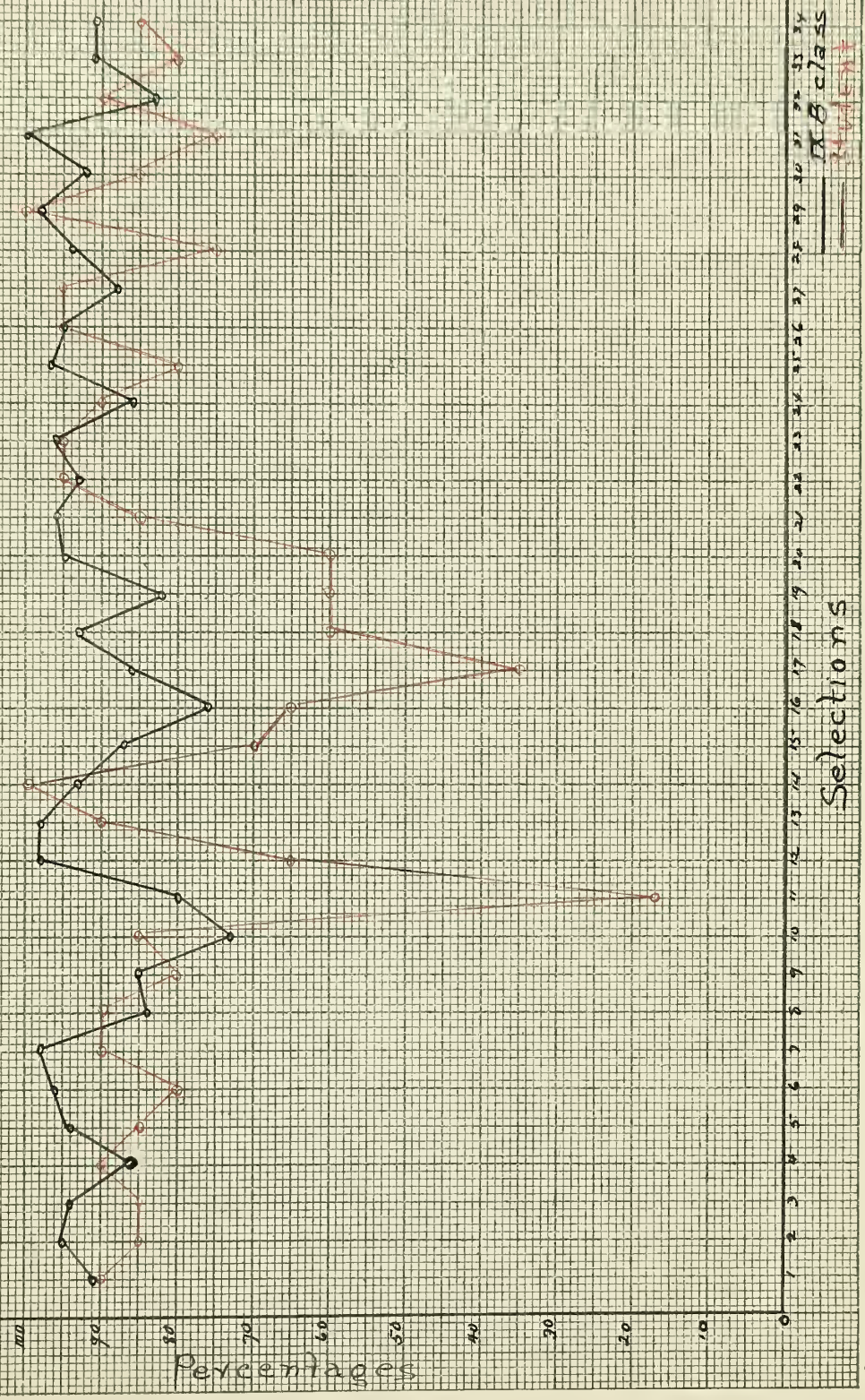
Selections

IXA class
Student





Graph vii





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